

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1				
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act			FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 AM 11:48 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016			
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494			
Contact information:	21stCentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Beeville ISD	013-901			
Vendor ID #	ESC Region #			DUNS #
1746000331	2			09-169-1923
Mailing address	City	State	ZIP Code	
708 North Tyler	Beeville	TX	78102-	
Primary Contact				
First name	M.I.	Last name	Title	
Traci		Younts	ACE Project Director	
Telephone #	Email address		FAX #	
361-362-6010	tyounts@beeveilleisd.net		361-362-6019	
Secondary Contact				
First name	M.I.	Last name	Title	
Jennifer		Dorsett	Family Engagement Specialist	
Telephone #	Email address		FAX #	
361-362-6010	jdorsett@beeveilleisd.net		361-362-6019	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Erasm		Rodriguez	Superintendent
Telephone #	Email address		FAX #
361-358-7111	erodriguez2@beeveilleisd.net		361-358-7837

Signature (blue ink preferred) _____ Date signed _____

Erasm Rodriguez
 Only the legally responsible party may sign this application.

03/28/2016

701-16-102-110

Schedule #1—General Information (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 013-901

Amendment # (for amendments only):


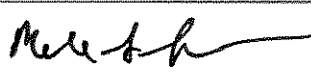
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	013-901	Erasmo Rodriguez	361-358-7111	\$1,320,000
	Beeville ISD		erodriguez2@beevilleisd.net	
Member Districts				
2.	013-801	Merle S Simonson	361-358-5601	\$380,000
	Saint Mary's Academy Charter School		ssimonson@smacs.net	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 013-901				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,700,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Applicant Districts Beeville ISD and St. Mary's Academy Charter School are the applicants applying for the TX 21st Century ACE grant to serve the almost 4000 at-risk and economically disadvantaged students in Bee County Texas (880 square miles). The school age population is in need of intervention and support with **15-20% having one or both parents incarcerated, 74% economically disadvantaged, 55% designated at-risk, 29% living in poverty**, and a demographic base that is getting younger and poorer each year (Community Action, 2015). The goals of the 21st Century ACE program include increasing student's academic success by improving attendance, behavior, and academic performance, which lead to grade level promotion, graduation and helping students be more prepared for college and the workplace. The 21st Century ACE program will achieve these goals and benefit the students by offering a comprehensive program including: Tutorials for students before and after school; Enrichment activities for students to explore science, technology and the arts; Family Engagement Activities and training that help families support their students to be successful at school; Career and College Guidance that help students and their families access information about college and careers.

Quality of the Program Plan – The six community learning centers provide academic enrichment opportunities during non-school hours for children who attend the highest poverty and/or the lowest performing schools in Bee County Texas (two campuses are in need of improvement). The program helps students meet state and local student standards in core academic subjects, such as reading, math, science, and social studies; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Programming is chosen based on the principles of effectiveness and has research based efficacy. Continuous monitoring and improvement is built into the program design.

Appropriateness of Budget – The budget was based on the needs as determined in the comprehensive need assessment. The overall budget to serve six centers and 1,050 regular students (attend 45 or more days per year) costs are appropriate for the results expected. **Per student program costs is \$1.56 per regular student program hour.** Following the Program requirements and the Texas ACE Blueprint, program required costs were identified and calculated including the project director, family engagement specialist, site coordinators, project evaluation, required travel, training and supplies to carry out the required tasks. The budget including personnel, materials and other identified expenses adequately supports activities outlined in the grant. Budgeted costs are fixed program costs, fixed center costs and student variable costs. The expenditures and activities are supplemental and do not supplant or duplicate services currently provided. (Schedule 6 pages 9 to 14; schedule 21 pages 48-49.) **All centers are opened more weeks and more hours than the minimum required by the grant.**

Need for the Proposed Program The school age population in Beeville is fragile and the **magnitude and severity of the need is significant** with 15-20% having one or both parents incarcerated (Cowen 2014), 74% economically disadvantaged, 55% designated at-risk, 29% living in poverty, (PEIMS 2014) and a demographic base that is getting younger and poorer each year (Community Action, 2015). Beeville students are specifically at risk; according to Department of Health and Human Services, children of incarcerated parents are seven times (7 Xs) more likely to end up incarcerated themselves (hhs.gov). Beeville intermediate school (fifth and sixth) has a higher rate of adjudicated children than the local high school and the state average for secondary students (Thomas, 2015).

A robust need assessment was undertaken using the Texas Accountability Intervention System (TAIS) needs assessment guidelines. The comprehensive and systematic methodology ensured that the need was clearly defined and root causes were addressed. The 5 step process: I. *Establish Purpose/Planning Team*; II. *Gather Data*; III. *Data Analysis*; IV. *Root Cause Analysis*; V. *Prioritize*. (Schedule 13 pages 17-18)

Data Analysis: The demographic data, PEIMS data, campus data, parent surveys, parent Title meeting results; existing ACE programming results were evaluated as part of the comprehensive needs assessment. The five root causes were isolated to ensure that programming and support would address systemic problems and not symptoms.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Root Cause Analysis:

- **Lack of readiness; gaps in knowledge** are endemic to disadvantaged students (Leithwood 2010). As stated in the need assessment the children enter in pre-k and kindergarten behind. The need for targeted intervention and tiered intervention in reading, math, social studies, science and literacy. Need for Critical and higher order thinking skills.
- **Lack of substantive enrichment activities:** by age 6 economically disadvantaged children have had **1300 LESS hours** of enrichment activity (music lessons, fine art, performing art, travel and summer camps and cultural exposure) than middle class or affluent children (Duncan & Murnane 2011). This causes some gaps in knowledge, gaps in skills and impacts engagement. Enrichment correlates positively with engagement. (Olszewski-Kubilius, P. & Thomson, D., 2010)
- **Lack of role models and positive adult interactions** Many students are from single parent homes, others have parents who are required to work shift work, many students have parents who have had to relocate to find work during the economic downturn. Stanton-Salazar and Urso Spina (2011) found that positive role models, mentoring, and assistance in both social and academic areas benefit populations with similar demographics.
- **Lack of Parental Skills and meaningful parental engagement** – "family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation..." (PTA.org) however, parents report that they may not have the time, resources, or knowledge to help. The need for diverse and meaningful parental engagement and training is a high priority need.
- **Lack of access to supervised/safe after school programming**

Program Description: The ACE program is based on **scientifically based research** on developing healthy, well-educated youth through extended day/year programming. By providing tutorials for students before and after school and providing enrichment activities for students to explore science, technology and the arts, the 21st Century ACE program will increase student's academic performance and success and lead to grade level promotion and graduation. Through Family Engagement Activities and training that will help educate families to better support their children, the 21st Century ACE program will lead to greater success at school and improved attendance and better behavior. By providing Career and College Guidance, which will help students and their family's access information about college and careers, the 21st Century ACE program will help students be more prepared for college and the workplace.

Quality of Management Plan: The qualifications, experience and certifications of program personnel and external consultants are of exceptional quality and will ensure successful implementation of quality program (Schedule 14 p. 19). The management plan is designed to achieve the objectives of the ACE program on time and within budget. The timelines, milestones and tasks are appropriate for accomplishing the project tasks (Schedule 14 page 19- 22). Procedures are in place to ensure the continuous improvement in the operations of the proposed program through the ongoing monitoring and adjustments as needed.

Quality of Program Evaluation: The program evaluation based on The Logic Model uses both qualitative and quantitative objective performance measures that clearly related to the ultimate program results of increasing student's academic success. The evaluation design includes processes for collecting data from the program level and student level. The evaluation process will provide formative evaluation to ensure that the program has continuous improvement and problems are identified and corrective action is taken.

Meeting Program Requirements: The strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. The application is complete and answers all statutory requirements (Schedule 16 requirements 1-10 pages 22-28) and all TEA requirements (Schedule 17 1 – 5c, pages 29-39). The program is coordinated with other State, Federal and Local programs to maximize effective use of resources to achieve the primary goal of increasing student's academic success. The commitment to the program by all participants is substantial and sufficient to ensure the program implementations. The management, staff, partners, and parents are committed to ensuring a successful implementation of the ACE program and to work towards sustainability.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,223,500	\$6,500	\$1,230,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$32,000	\$30,000	\$62,000
Schedule #9	Supplies and Materials (6300)	6300	\$376,000	\$2,000	\$378,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,000	\$	\$30,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,661,500	\$38,500	\$1,700,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,661,500	\$38,500	\$1,700,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$377,000	\$3,000	\$380,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,700,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$85,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 013-901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$80,000
5	Site coordinator (required)	6		\$246,000
6	Family engagement specialist (required)	1		\$39,950
7	Secretary/administrative assistant	1		\$6,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	ACE Youth Specialists	80		\$270,000
20	Student Advocate Coordinator - BISD	1		\$61,000
21	Family Engagement Coordinator – SMACS	1		\$16,000
22	Subtotal employee costs:			\$718,950
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$10,000
24	6119 Professional staff extra-duty pay			\$175,550
25	6121 Support staff extra-duty pay			\$200,000
26	6140 Employee benefits			\$125,500
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$511,050
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,230,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 013-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Program Evaluation	\$18,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$18,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$44,000
(Sum of lines a, b, and c) Grand total		\$62,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$378,000
Grand total:		\$378,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$7,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$15,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$22,500
Remaining 6400—Other operating costs that do not require specific approval:		7,500
Grand total:		\$30,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			3,845	
Category	Number	Percentage	Category	Percentage
African American	110	2.8%	Attendance rate	94.9%
Hispanic	3179	82.6%	Annual dropout rate (Gr 9-12)	2.4%
White	496	12.8%	Students taking the ACT and/or SAT	34.3%
Asian	21	.05%	Average SAT score (number value, not a percentage)	1416
Economically disadvantaged	2914	75.7%	Average ACT score (number value, not a percentage)	19.3
Limited English proficient (LEP)	109	2.8%	Students classified as "at risk" per Texas Education Code §29.081(d)	54.5%
Disciplinary placements	73	1.8%		

Comments

The demographics in the community are shifting with the population becoming younger and poorer. A younger economically disadvantaged (poorer) population is emerging; 22% of Bee County residents are under 18 years old, Hispanic, and 36% are living in poverty. This is well in excess of the state averages.

The Texas Education Agency's PEIMS data for BISD is that 83% of the students are Hispanic (state average 52%), 76% economically disadvantaged (state average, 59%), and 55% of the students are designated at risk. SMACS' student population is comprised of 81% Hispanic students (state average 52%) with 80% economically disadvantaged (state average, 59%). According to the TEA PEIMS data, 64% of BISD's students passed all four of the required STARR texts. Economically disadvantaged students pass rate was only 49% on all of the required STARR and end of course exams. The SMACS PEIMS data indicated that 89% of the students passed all four. Over one half of SMACS students attend ACE more than 90 days each year for additional tutorials and support.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	6	2.3%	No degree	1	.03%
Hispanic	99	38.9%	Bachelor's degree	200	78.7%
White	146	57.4%	Master's degree	52	20.4%
Asian	2	.07%	Doctorate	1	.03%
1-5 years exp.	138	54.3%	Avg. salary, 1-5 years exp.	34,863	N/A
6-10 years exp.	31	12.2%	Avg. salary, 6-10 years exp.	38,084	N/A
11-20 years exp.	37	14.5%	Avg. salary, 11-20 years exp.	41,330	N/A
Over 20 years exp.	48	18.8%	Avg. salary, over 20 years exp.	49,047	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	75	75	75	75	75	75	75	75	50	50	25	25	750
Open-enrollment charter school	0	50	50	50	50	35	35	30							300
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	50	125	125	125	110	110	105	75	75	50	50	25	25	1050

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Schedule #13—Needs Assessment

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The need assessment followed the Texas Accountability Intervention System (TAIS) needs assessment guidelines.

Establish purpose of Needs Assessment and designate the planning team: The task force comprised of BISD and SMACS Administrators, law enforcement agencies, the County Judge, the Chamber of Commerce Director, Local Philanthropic Foundation representatives, representatives from the college and the prison.

II. Gather Data: The relevant data, including campus improvement plans, PEIMS data; Community Action Agency Comprehensive Review, parent surveys and research on best practices for serving students of similar demographics.

III. Data Analysis: One of the largest employers is the prison system. The prisons bring in a host of societal problems and issues into the local schools. In **Bee County between 15% and 20% of the children have one or more parent incarcerated** (Cowen, 2014). In stark contrast, three percent (3%) of the nation's school age population have a parent who is/has been incarcerated (prisonfellowship.org). "[C]hildren of incarcerated parents are **seven times** more likely to be locked up one day" (hhs.gov). The combined needs assessments for BISD and SMACS indicated that working families need a safe, intentional afterschool program where children can participate in academic and social activities. Also identified was a need for training of families on work and on helping their children to be successful.

The population has changed from 2010 to 2015, with an increase of 9% in Hispanic and African American residents and an increased poverty rate with 27% of the population living in poverty. A younger, economically disadvantaged (poorer) population is emerging with **22% of Bee County residents under 18, with 36% of whom are living in poverty** well in excess of the state averages. The Texas Education Agency's PEIMS data for BISD is that 83% of the students are Hispanic (state average 52%), **76% economically disadvantaged (state average, 59%)**, and **55% of the students are designated at risk**. SMACS' student population is comprised of 81% Hispanic students (state average 52%) with **80% economically disadvantaged (state average, 59%)**. According to the TEA PEIMS data, 64% of BISD's students and 89% of St. Mary's passed all four of the required STARR texts. However, only 49% of the Economically disadvantaged students passed all of the required STARR Tests. Overall **assessment results for all campuses indicated a need in mathematics processing, reading and writing**.

BISD and SMACS data presents a student population, primarily of Mexican American origin, which Stanton-Salazar and Urso Spina has stated is in need of and will benefit from positive role models, mentoring, and assistance in both social and academic areas. In addition to furnishing role models for all of the students, middle school and secondary students will benefit from focused mentoring. Research supports the positive effect mentoring has on at risk minority youth (connectedmentor.com/~ DuBoiset alMeta3.pdf). Mentoring has positive impact on children whose parents are incarcerated. (Jarjoura, et al)

Root Cause Analysis & Prioritize Need: The root causes and the needs that would benefit most from intervention were listed, prioritized and addressed. 1. **Lack of readiness; gaps in knowledge;** 2. **Lack of substantive enrichment activities;** 3. **Lack of role models and positive adult interactions;** 4. **Lack of Parental Skills and meaningful parental engagement** 5. **Lack of Safe Secure After School Programming/increased Anti-social behavior (gangs)**

The primary grades academic data and assessments indicated needs existed in the areas of literacy development (including oral language development), social development through increased positive role models/mentoring, and increased experiential knowledge. The need for targeted intervention and tiered intervention in reading, math, social studies, science and literacy. Need for critical and higher order thinking skills.

The intermediate level grades needs are in the areas of mentoring and instruction which engages these students in personal assessment, classroom protocols and behavior, and activities which capture their attention and engage them cognitively, especially in the STEM and literacy areas. The need for targeted intervention and tiered intervention in reading, math, social studies, science and literacy. Need for critical and higher order thinking skills.

The BISD high school's needs are in the areas of employment preparation and academic and personal assistance. Further need exists for social interactions, credit recovery, mentoring, graduation planning, and college/career skills.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of readiness: gaps in knowledge are endemic to disadvantaged students (Leithwood 2010). Children enter in pre-k and kindergarten behind and stay behind. The need for targeted intervention and tiered intervention are a root cause of the problems faced by the districts.	Tiered intervention to include homework help/ small group instruction and targeted individual instruction. Credit recovery for intermediate/secondary students Differentiated instructional practices to give students more opportunities to engage and interact with the curriculum.
2.	Lack of substantive enrichment activities: by age 6 economically disadvantaged children have had 1300 LESS hours of enrichment activity (music lessons, fine art, performing art, travel/cultural exposure) than middle class or affluent children (Duncan & Murnane 2011). This causes some gaps in knowledge, gaps in skills and impacts engagement. Student who have more enrichment experience are more engaged. (Olszewski-Kubilius, P. & Thomson, D., 2010)	A variety of enrichment and engaging learning activities will be provided including but not limited to: music lessons, fine art, performing art, choir, technology, robotics, cooking, yoga, wellness, foreign languages, sewing, gardening, informal sciences/field based Project based learning activities with college students leading them through a variety of project based activities including the use of solar power cells, robotics.
3.	Lack of role models/positive adult interactions, career and job exposure:- Many students are from single parent homes, others have parents who are required to work shift work, many students have parents who have had to relocate to find work during the economic downturn. Stanton-Salazar and Urso Spina (2011) found that positive role models, mentoring, and assistance in both social and academic areas benefit populations with similar demographics. To address the growing dropout, gang and other problems.	A student advocate/mentor coordinator position will be added to the 5 Beeville ISD centers The number of afterschool options such as welding, cooking, and drama will be increased allowing a wider range of options. Concurrent with that the college will be asked to supply workforce development classes. During the summer, 30 students will have job shadowing experience as a form of mentorship to prepare students for future employment.
4.	Lack of Parental Skills and meaningful parental engagement:- "family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation..." (PTA.org) Parents report that they may not have the time, resources, or know-how to help children. The need for diverse and meaningful parental engagement and training is a high priority need.	A full time family engagement specialist will work with the six centers to develop meaningful parental engagement A partnership with the Extension Agency will provide parent oriented classes at the ACE center and campuses St. Mary's will add a part time family engagement staff member to develop meaningful parental engagement and training activities in multiple formats to meet the diverse needs of the school.
5.	Lack of safe/ supervised after school programs - Student involvement in gangs, drugs and other anti-social involvement / lack of discipline/ lack of engagement stem from the lack of a safe alternative environment.	The centers will operate during the hours that serve the needs of the community and the individual campus needs.

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Schedule #14—Management Plan

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Traci Younts has a Masters degree in counseling and has 5 years' experience in running an afterschool program. Her background in alternative education and school counseling made her a strong leader in the after school program.
2.	Site Coordinator(s)	The Site Directors that are currently working for the Cycle 7 21 st CCLC grant are planning on returning for the next cycle. They have anywhere from 1 to 3 years' experience running a successful campus.
3.	Family Engagement Specialist	Jennifer Dorsett has a Bachelor's degree in leadership. She has been the FES for 3 years during the Cycle 7 grant. She will continue her successful efforts working with parents, families, and community members in the Cycle 9 grant period.
4.	External Evaluator	Dan Pearce, PhD., Evaluator, Chair Curriculum & Instruction at TAMU-CC. Dr. Pearce has extensively published in the areas of literacy, evaluation, and assessment. He has experience with after school programs and evaluated school, state and federal grants.
5.	Student Advocate Coordinator	Desired qualifications include: Bachelor's Degree with strong community ties, great communication skills who works well with adults and students.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Survey campus/parents to determine highest needs	08/01/2016	05/31/2017
		2. Hire qualified personnel for specialized tutoring	08/01/2016	07/31/2017
		3. Recruit students most in need and meet w/ parents	08/01/2016	03/31/2017
		4. Utilize innovative teaching methods	08/01/2016	07/31/2017
		5. Monitor grades of students and adjust curriculum	09/12/2016	05/31/2016
2.	Improve Attendance	1. Meet with parents about attendance barriers	08/22/2016	05/31/2017
		2. Meet with campus to determine attendance barriers	08/01/2016	05/31/2017
		3. Monitor attendance of participants	08/22/2016	07/31/2017
		4. Make phone calls and face to face visits	9/12/2016	7/31/2017
3.	Improve Behavior	1. Meet with campus to determine behavior issues	08/01/2016	05/31/2017
		2. Train staff in Love and Logic model	08/01/2016	04/30/2017
		3. Offer parent classes in Love and Logic model	09/01/2016	07/31/2017
		4. Require parents of discipline students to attend LLC	09/01/2016	07/31/2017
4.	Improve Promotion Rates	1. Recruit qualified teachers to tutor failing students	09/12/2016	05/15/2017
		2. Monitor grades to determine failures	09/12/2016	05/15/2017
		3. Meet with parents to help them help their children	09/12/2016	05/15/2015
		4. Provide innovative curriculum to help students learn	08/01/2017	07/31/2017
		5. Provide "Jump Start" for student in need	08/09/2016	08/12/2017
5.	Improve Graduation Rates	1. Recruit and train student advocates	08/01/2016	07/31/2017
		2. Review data on students who attend ACE	08/01/2016	07/31/2017
		3. Introduce students to college and career curriculum	08/22/2016	07/31/2017
		4. Monitor students grades and attendance	08/22/2016	07/31/2017
		5. Offer remediation and acceleration classes	08/22/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beeville ISD and St. Mary's have developed a strong efficient formal and continuous improvement plan for its ACE program. Each program center director collects data weekly. The program director, family engagement specialist and the external evaluator visit each campus at least once each six weeks. KPI (Key Performance Indicators) and Dashboard data will be collected as part of the continuous improvement process. Parent feedback, student voice and choice are obtained through informal and formal instruments. All of the data is collated and reviewed monthly at the ACE Comprehensive Planning Session.

The project director meets weekly with the center directors and leads staff development and planning sessions. Once per month (9 meetings) a special **Comprehensive Planning Session** is held that includes: center directors, external evaluator, family engagement specialist, project director and campus level administrators. These planning session allow for routine systematic feedback. Each meeting results in a set of specific tasks to be accomplished and goals and objectives to be tracked and monitored for the next meeting.

Quarterly A newly formed **Advisory Council** will be added to the communication loop. The external evaluator will synopsize the aggregate data and the recommendations and progress from the **Comprehensive Planning Sessions** for a brief presentation and question answer session at the quarterly Advisory council meeting. Implementation of recommendations will be monitored and reported at subsequent meetings.

Staff development time and planning time have been included into the calendar and the budget. This allows time for dissemination and planning, necessary training and staff development.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st Century ACE program is an integral part of the Beeville Community. The November 2015 ACE Parent survey completed by 400 parents revealed that **100% of parents wanted to see ACE continue**. At the campus Title meetings after school programming/ **ACE was listed as a top priority of parents**. The ACE program is currently supplemented with Federal Funds, State Funds, Local Funds, Foundation grants all of which total \$561,000 and in kind donations.

In the same survey 62% of the parents indicated they would be willing to pay something towards the program and services. The reality is the parents and the community does not have the resources to fund a full scale program. Unlike a large urban area such as San Antonio, who raised enough to fund preschool with a 1/8 of a cent increase on their sales tax, a comparable increase in Bee County property taxes would only raise \$30,744. Additionally, Beeville has reached its statutory limit on sales tax.

Sustainability is going to take the commitment of new and existing partners. To that end, the ACE Advisory Board has been restructured to include: ACE Program Director, ACE family engagement representative; Beeville ISD Assistant Superintendent of Instruction; St. Mary's HR Director; College Professor/Beeville ISD board member; three local foundations representatives; a Beeville Police Officer, and the Bee County Judge. The ACE Advisory Board has begun meeting on a quarterly basis.

The foundation for sustainability has been developed. Parents and community representatives have seen the value and the need for the ACE program. A strategic plan for after school programming is the first step. Gaining long range commitments from the foundations who are already supporting the schools will be next. Identifying and adding new strategic partners will follow as the strategic plan is finalized and implemented.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Examination of grant mandates and available resources	1.	implementation of all grant mandates
		2.	resources (partners and materials) assembled and operational
		3.	identified personnel, roles and an established calendar including trainings
2.	Observations, interviews, and focus groups	1.	Evidence of Center directors successful integration into schools
		2.	Evidence of successful strategy implementations and effectiveness
		3.	Evidence of centers meeting needs of students at each site
3.	Surveys	1.	evidence of parent involvement and satisfaction
		2.	
		3.	
4.	Establish Benchmarks of Grant outcomes	1.	Evidence of increased attendance, academic success, improved behavior, grade promotion and graduation rates annually
		2.	
		3.	
5.	Formative sharing and redefining short term goals	1.	Revised and modified goals and strategies to meet goals
		2.	Revised strategy implementation to meet benchmarks and goals
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Logic Model of evaluation is used as the evaluation plan. Each program center director collects data weekly for review with the external evaluator monthly at the 9 Comprehensive Planning Sessions. The external evaluator will visit each campus at least once each six weeks to determine all grant mandates have been met, observe programing and gather qualitative observations on center operations, strategies employed and the effectiveness of these efforts, Thereby ensuring continuous improvement process teaching and center operations. Both program level data (activities, attendance, and participation) and student level data (benchmarks, achievement results, attendance) will be collected.

As part of the formative evaluation process, all of the data is collated and reviewed monthly at the ACE Comprehensive Planning Session. These planning sessions allow for routine systematic feedback and correction of problems to be addressed in a timely manner. It will also allow for modification of strategies and short term goals to be implemented. Each meeting will result in a set of specific tasks to be accomplished and relevant data to be tracked and monitored for future meetings with the external evaluator. This method of evaluation will provide for an ongoing systematic examination of the program effectiveness and strategies employed to meet grant outcomes.

Objective performance measures and indicators of program accomplishments that are clearly related to the intended results of the program will be created and used in the evaluation process. Program performance measures will include qualitative and quantitative measures.

Quarterly A newly formed **Advisory Council** will be added to the communication loop. The external evaluator will synopsize the aggregate data and the recommendations and progress from the **Comprehensive Planning Sessions** for a brief presentation and question answer session at the quarterly Advisory council meeting. Implementation of recommendations will be monitored and reported at subsequent meetings.

Staff development time and planning time have been included into the calendar and the budget. This allows time for dissemination and planning, necessary training and staff development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program will fund programming in the four areas: **Academic Support, Enrichment, Parental Involvement and Support and College and Career awareness and readiness.** The programming will be supplemental to the programming, materials and activities already in place at each of the centers. Students will remain on their home campuses. Children go home from the ACE program by their parent or designated guardian through a sign out process. **Academic Support** will be in the form of academic programming; homework assistance, **Academic Tutorials/ Small Group Intervention.** Academic programming includes activities and instruction designed to extend and enrich the regular day curriculum are provided through the Mindworks or similar curriculum. **Three tiered intervention will be utilized to address students who need additional support and intervention.** Students also have access to homework assistance provided by the Ace Youth Specialists (AYS). The students who are in need of greater assistance or with specific needs are served in small group or individual settings by Content Area Teachers in a Tutoring format.

Enrichment Students will engage in informal science activities, hands-on discovery learning opportunities, creative/performing Arts, music, and drama; jewelry making, computer software, participating in joint healthy cooking classes, & engage in hands on applications of core curriculum concepts that enrich the program. Student Voice and Choice will be an important component to drive and develop the enrichment programming on each campus.

Parental Involvement and Support Parental involvement will include weekly activities offered on each center site to engage and enrich the parents. The parenting activities will be expanded from the Cycle 7 to ensure that parents have non-traditional ways to get involved in the school. This is to serve the needs expressed by the parents. St. Mary's will have a parent programming person part-time to address their unique population needs.

College and Career awareness and readiness. Exposure to the different careers and skills required will be a large component of the ACE program. For the intermediate and upper grades, mentoring, career shadowing and college readiness and college level courses will be available.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Cycle 7 ACE program demonstrated that the most attended and best received activities and informational brochures/ news releases were those that involved student demonstrations, performances, shows, and student run "businesses". For that reason each of the ACE centers will have some form of student showcase each six weeks. Open houses and high interest events such as art shows, demonstrations or expositions will be had to encourage public participation.. A press release will be prepared in advance and delivered to the local newspaper, radio station and for broadcast in the school announcements and the ACE monthly newsletter.

Additional communication about the program will also be disseminated to the campus principals, the campus staff school, board members, partnering entities, and other community based organizations. In addition to the effective use of Facebook and School Website for the ACE program, the following list of communication strategies will be employed:

- Meeting agendas, contact records, flyers, invitations, etc. will be recorded and evaluated for effectiveness.
- regular communications to principals, school day staff, partners, school board members, parents
- other key stakeholders (i.e. attending school day staff meetings);
- Regular community networking (i.e., attending local community meetings such as the Chamber of Commerce, Lion's Club, etc.);
- Creating a Community Afterschool Task Force
- Using the ACE Promo Center and other outreach materials which TEA provides.

Sharing successes and evaluation results of Texas ACE and Our ACE program (i.e. school board meetings, etc.).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Improving academic achievement is the central goal of the program. The four component areas: Academic, enrichment, Family Engagement, and college and career all work together towards this goal. The needs assessment identified root causes that limit or impede student success; the ACE program is designed to eliminate these barriers.

Academic – Through the use of academic programming students will be given differentiated exposure to the materials required by TEKS. The new hands on modality that is the hallmark of Mindworks and other high interest curriculum has research based effectiveness. The homework assistance by AYS staff and peer tutoring will provide the additional. The AYS will be trained in Strategic Tutoring, or other research based method which research supports as helping students to grow in critical thinking and analysis, making them more independent learners (SEDL, 2006). The students who need more intensive instruction will work in small groups with content area specialist. These teachers will utilize a variety of teaching strategies and methods. Software and other support technology will be used as appropriate.

Enrichment – A significant need identified in the Comprehensive Need Assessment was for enrichment. ACE will provide a number of enrichment activities that research has demonstrated to improve overall student success: Arts, Drama, Music, Performing Arts, Hands on Science, Sewing, Cooking, Yoga, dance etc....(nasaa-arts.org)

Parental Engagement – Research demonstrates that increased meaningful parental engagement is a critical success factor for increasing student academic success. ACE will build on its strong foundation from Cycle 7 to increase parental involvement by including weekly activities and more alternative methods for parents to be involved.

College and Career – Through the use of mentors, programs, job shadowing and project based learning activities students will increase their academic skills and engagement. Research demonstrates that relevance increases a student engagement and seeing a career potential increases relevance (oecd.org).

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The partner districts have coordinated efforts with using their federal, state and local programs and funds to ensure that the most effective use of public resources. The school districts utilize their Title resources, the State Compensatory Education money and the summer school funds in a combined effort with the ACE program to ensure that the maximum level of programming and effectiveness is achieved.

In addition to State and Federal funding the districts seek and receive financial support from local philanthropic foundations. In 2015/16 three foundations supported the ACE program with grants to support services in conjunction with the ACE grant. These foundations have provided a member to sit on the ACE advisory council to assist with developing a strategic sustainability plan.

The 501 (c) 3 sponsoring entity of St. Mary's Charter School employs a half time grant writer/ development director, who is tasked with seeking additional funds and resources for the ACE program.

Strategic partnerships are sought throughout the community and the region. Some strategic partners provided in kind donations, services and/ or programming. Current strategic partners include: youth outreach groups, Texas Work Force, the public library, extension agency, colleges and universities and the local art museum. Additional strategic partnerships will be developed as part of the sustainability plan.

Federal Funds – (Summer School, Parenting, and tutorial funding)	\$ 120,000
State Funds - (Summer)	\$ 10,000
Local Funds (Kinder to College)	\$ 401,000
Foundation support (anticipated)	\$ 50,000
Total	\$ 561,000

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program is a comprehensive program designed to met the principles of effectiveness described in NCLB Title IV, Part B, Section 4205 (b). The ACE program will be based on an establish set of **performance measures which are designed to track both effort and effect** as established by the Harvard Family Research Project for effective after school activities. (hrfe.org) An example of a effort performance measure that has proven efficacy is the need for students to participate regularly and for sustained periods of time. This **effort performance measure** is just one of many Key Performance Indicators (KPI) tracked by the TX 21st database. Effect measures are also important to developing and improving a effective comprehensive program. An example of an **effect measure** that is tracked is benchmark testing that is done as a part of ACE tutorials. Effect measures are also tracked in the TX 21st database.

Activities will be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities. The comprehensive needs assessment identified the need for a comprehensive program that addresses the critical need for academic-based activities that link with the school's regular day objective. Specific critical needs identified: 1:Lack of readiness; gaps in knowledge ;2 Lack of substantive enrichment activities; 3. Lack of role models and positive adult interactions; 4. Lack of Parental Skills and meaningful parental engagement 5. Lack of Safe Secure After School Programming/increased Anti-social behaviors (gang activity).

The four components of ACE: Academic Support; Enrichment; Family Engagement and Career and College readiness provide the perfect fit to address these critical needs. Each component of ACE will have associated KPIs which include effort and effect measures.

Evidenced based research has demonstrated that students benefit from quality after school and summer programming that reinforce state and local requirements in interesting and challenging ways (Mathes, 2003). Research demonstrates that at risk students lose substantial ground over long intercessions. Research indicates that time on task and the actual clock hours spent engaged in learning activities improve student performance. (McMurrer, 2007). But more important than clock hour alone is the need for meaningful extended learning opportunities. (Clariana, 1998; Horn, 2007; McMurrer, 2007). The ACE program by extending the hours per day, days per week and weeks per year engaging students in meaningful activities will significantly improve student performance. Extended meaningful opportunities for enrichment leads to increased student performance and success. (Lauer et al. (2004)),

Using inquiry learning strategies and differentiating the instructional program have demonstrable benefit when working with economically disadvantaged and at risk populations. Research will guide the programming that is offered at each center to ensure that activities will help students meet the state and local student academic achievement standards. All of the activities planned by each of the centers will support educational areas as needed to promote students achievement and success in their school experiences. The activities will promote high interest as well as intrinsic motivation within the students so that the students will be excited about the program, thereby, promoting high attendance and constant student participation. (Rembert, Calvert, and Watson (1986)) Students learn more deeply when they can apply classroom-gathered knowledge to real-world problems, and when they take part in projects that require sustained engagement and collaboration. Active-learning practices have a more significant impact on student performance than any other variable, including student background and prior achievement. Students are most successful when they are taught how to learn as well as what to learn.(Darling-Hammond et al, 2008)

The program will collect local data for continuous assessment and local program evaluation. Weekly uploads to the TX 21st database of the student data will be the starting point for the data collections. Additional data such as a surveys, student feedback, and parental suggestions will be compiled. Each month the center directors, project director will meet with the external evaluator to review and analyze the data. This analysis will be a part of the ongoing program improvement process. Quarterly the center data will be synopsisized and presented to the Advisory Council for feedback and assistance. A plan of action and a follow up report will ensure the suggestions; recommendations and results will be a part of a continuous cycle of improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Beeville ISD a LEA in partnership with St. Mary's Academy Charter School a 501(c3) Open Enrollment Charter School has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs on five BISSD campuses and the SMACS campus. Upon receiving the requested funds, BISSD and the SMACS will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Beeville ISD agrees to:

- Implement and administer the Texas ACE Program within the state and federal guidelines outlined in the grant program.
- Provide a qualified ACE Project Director and Family Engagement Specialist.
- Provide access to the TX21st system in TEASE.
- Create and host a Community Afterschool Task Force (CAT) quarterly.

Saint Mary's Academy Charter School agrees to:

- Implement and administer the Texas ACE program in compliance with all grant requirements.
- Support the Texas ACE Program by communicating its mission to targeted stakeholders.
- **Provide a grant writer / development director to research the availability of funds / partnerships for the sustainability of the program.**
- Allow quality assurance monitoring by the Project Director and the state monitors.

BISSD and SMACS have developed several additional partnerships with various groups to offer programming and support to students and families:

Bee Kids – first aid, CPR, safety training for parents and students

Barnhart Library – summer reading program, book club for parents,

ESC 2 – training for AYS and staff,

Literacy Council – provide services for families who do not read

TAMUCC – provide staff development

Gramman House – assisted living home that works with the elementary campus students read to the residents, make gifts for them, present programs (sing)

Wesley Nurse – provide programs to parents about health and wellness

Connections – counseling services for students and families and summer programming for students

Coastal Bend Wellness Foundation – summer programming about making good choices

Texas Workforce – programming for parents resume writing, tax filing help, computer job search, interview help

Coastal Bend College – dual credit classes, college and career readiness help

Texas A&M Agrilife Extension Office – various parenting and student programs

Barnhart Kinder to College Program – together with ACE provides afterschool programming they pay teachers

Auxiliary of Sweeny Switch – provides refreshments at parent meetings

Sherriff's Department – Jr. Explorers (a junior police force type program)

Police Department – provides educational programming to students, parents, and staff

Women's Shelter – provides programming to students and parents

Texas Extension Education Association – provides hands on programming to students, teaches them to sew

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lack of readiness; gaps in knowledge are endemic to disadvantaged students (Leithwood 2010). Children enter in pre-k and kindergarten behind and stay behind. The need for targeted intervention and tiered intervention are a root cause of the problems faced by the districts. Only 49% of the at-risk students mastered all portions of the STAAR.

- Differentiated instructional practices to give students opportunities to engage and interact with the curriculum.
- A variety of enrichment and engaging learning activities will be provided including but not limited to: music lessons, fine art, performing art, choir, technology, robotics, cooking, yoga, wellness, foreign languages, sewing, gardening, informal sciences/field based
- Tiered intervention to include homework help/ small group instruction and targeted individual instruction
- Credit recovery for intermediate/secondary students
- Project based learning activities with college students leading them through a variety of project based activities including the use of solar power cells, robotics.

Lack of substantive enrichment activities: by age 6 economically disadvantaged children have had **1300 LESS hours** of enrichment activity (music lessons, fine art, performing art, travel/cultural exposure) than middle class or affluent children. (Duncan & Murnane 2011) This causes some gaps in knowledge, gaps in skills and impacts engagement. Student who have more enrichment experience are more engaged. (Olszewski-Kubilius, P. & Thomson, D., 2010)

Lack of role models/positive adult interactions and Career and Job Exposure Many students are from single parent homes, others have parents who are required to work shift work, many students have parents who have had to relocate to find work during the economic downturn. Stanton-Salazar and Urso Spina (2011) found that positive role models, mentoring, and assistance in both social and academic areas benefit populations with similar demographics. **To address the growing dropout, gang and other systemic problems.**

- A student advocate/mentor coordinator position will be added to the 5 Beeville ISD centers
- The number of afterschool options such as welding, cooking, and drama will be increased allowing a wider range of options. Concurrent with that the college will be asked to supply food handler and workforce development classes.
- During the summer, 30 students will participate in job shadowing as a form of mentorship to prepare students for future employment.

Lack of Parental Skills and meaningful parental engagement – "family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation..." (PTA.org) But the parents report that they may not have the time, resources, or know-how to help out. The need for diverse and meaningful parental engagement and training is a high priority need.

- A full time family engagement specialist will work to develop meaningful parental engagement
- A partnership with the Extension Agency will provide parent oriented classes
- St. Mary's will add a part time family engagement staff member to develop meaning parental engagement and training activities in multiple formats to meet the diverse needs of the school.

Lack of safe/ supervised after school programs / Student involvement in gangs, drugs and other anti-social involvement / lack of discipline/ lack of engagement stem from the lack of a safe alternative environment. The centers will operate during the hours that serve the needs of the community and the individual campus needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Beeville ISD and St. Mary's ACE program will utilize the best practices and research/ evidenced-based practice to provide an exceptional afterschool program. Scientifically based research has demonstrated that students benefit from quality after school and summer programming that reinforce state and local requirements in interesting and challenging ways (ASN, 2011). Research demonstrates that at risk students lose substantial ground over long intercessions. **For that reason the program will provide a summer and a jump start program.** Research indicates that time on task and the actual clock hours spent engaged in learning activities improve student performance. (McMurrer, 2007), **For that reason the program will provide more hours per week than required by the grant.** But more important than clock hour alone is the need for meaningful extended learning opportunities. (Clariana, 1998; Horn, 2007; McMurrer, 2007). The ACE program by extending the hours per day, days per week and weeks per year engaging students in meaningful activities will significantly improve student performance. Extended meaningful opportunities for enrichment leads to increased student performance and success. (Lauer et al. (2004)).

Using inquiry learning strategies and differentiating the instructional program have demonstrable benefit when working with economically disadvantaged and at risk populations. Research will guide the programming that is offered at each center to ensure that activities will help students meet the state and local student academic achievement standards. All of the activities planned by each of the centers will support educational areas as needed to promote students achievement and success in their school experiences. The activities will promote high interest as well as intrinsic motivation within the students so that the students will be excited about the program, thereby, promoting high attendance and constant student participation (Rembert, Calvert, and Watson (1986)). Students learn more deeply when they can apply classroom-gathered knowledge to real-world problems, and when they take part in projects that require sustained engagement and collaboration. Active-learning practices have a more significant impact on student performance than any other variable, including student background and prior achievement. Students are most successful when they are taught how to learn as well as what to learn.(Darling-Hammond et al, 2008)

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualified senior citizens will be encouraged to dedicate their time and effort to the after school program. Currently the district and Charter School have senior and fraternal organizations that volunteer and participate with the schools including: VFW, Swinney Switch Auxiliary Inc., Texas Extension Education Association. These partnerships will be strengthened and avenues for additional participation will be developed.

A primary concern is ensuring the process for volunteering is relatively easy but ensures that student safety is paramount. All volunteers will adhere to state and federal guidelines regarding background checks, fingerprinting etc... A community based nonprofit organization has agreed to partner with this grant application. Swinney Switch Auxiliary Inc. is a nonprofit senior organization that works to provide community support to schools and other outlets. The organization has joined the partnership and pledges to provide support in the areas of fund raising and parental engagement. The activities already planned include hosting and providing refreshments for parent nights and participation in fund raising efforts for after school programming.

The Texas Extension Education Association teach students sewing and other life skills.

The extension agency may be helpful in finding, recruiting and vetting additional volunteers. The grant is adding an advocate coordinator for the Beeville ISD Sites.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Beeville ISD has seven (7) Board members and SMACS has six (6) Board members (List of Members Attached). **All thirteen board members have written and signed letters of support** for the 21st Century ACE grant application and program. (Letters Attached) The 21st Century ACE program is an integral part of the Beeville Community. The November 2015 ACE Parent survey completed by 400 parents revealed that **100% of parents wanted to see ACE** continue. At the campus Title meetings after school programming/ ACE was listed as a top priority of parents. The ACE program is currently supplemented with grant money; State compensatory funds and in kind donations.

In the same survey 62% of the parents indicated they would be willing to pay something towards the program and services. But the reality is the parents and the communities do not have the resources to fund a full scale program. Unlike a large urban area such as San Antonio, who raised enough to fund preschool with an 1/8 of a cent increase on their sales tax, a comparable increase in Bee County property taxes would only raise \$30,744. Further Beeville has reached its statutory limit on sales tax.

Sustainability is going to take the commitment of new and existing partners. To that end, the ACE advisory board has been restructured to include: ACE program director, ACE family engagement representative; Beeville ISD Assistant superintendent of instruction; St. Mary's HR Director; College professor/Beeville ISD board member; three local foundations representatives; a Beeville Police officer, and Bee County Judge. The advisory council has begun meeting on a quarterly basis.

The foundation for sustainability has been developed. Parents and community representatives have seen the value and the need for the ACE program. A strategic plan for after school programming is the first step. Gaining long range commitments from the foundations that are already supporting the schools will be next. Identifying and adding new strategic partners will follow as the strategic plan is finalized and implemented.

Plan for how the community learning center will continue after funding under this program ends

A strategic plan has been roughed out in the form of a logic model which outlines existing resources and requirements to continue the program. A priority enrollment system is being developed to ensure that if the program requires scaling to serve less students, those who are most in need continue to get service. Existing resources and potential resources are being identified and evaluated by the task force.

Strategies and resources that will be employed

Several strategies will be employed including careful evaluation and review of existing funding sources that might be tapped to serve the after school program. Increasing the number of foundations and donors to the school and to the program is a second strategy. Existing resources include facilities, hardware, and curriculum.

Individuals and organizations involved

The Task Force which included community members, foundations, project personnel and community leaders will be the group to work towards sustainability.

Annual timeline for implementing the sustainability plan.

Year 1 – complete the sustainability plan, refine the Logic Model for sustainability

Year 2 – Absorb grant reduction requirements; Implement sustainability plan, Identify new donors to increase the available funds to targeted goal.

Year 3 – Absorb any grant reductions. Prepare Plan for continuation for next calendar year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback And Involvement From Community Stakeholders Regular outreach and communication with key program stakeholders from the beginning and during the life of the grant is a key for creating an enduring program. Programs with strong community and school/family support are more likely to be seen as valuable and more likely to sustain. BISD and St. Mary's will keep stakeholders informed by newsletter, webpage, brochures. BISD and St. Mary's will seek regular feedback from stakeholders by use of external evaluation team reports, meetings, surveys etc. The program director and parent outreach specialist will ensure that stakeholders have multiple avenues to provide feedback. Grantees will document their outreach and communications in the form of meeting agendas, contact records, flyers, invitations, etc. Key strategies for outreach include:

- regular communications to principals, school day staff, partners, school board members, other key stakeholders (i.e. attending school day staff meetings);
- regular community networking (i.e., attending local community meetings such as the Chamber of Commerce, Lion's Club, etc.); creating a Community After school Task Force
- Using the ACE Promo Center and other outreach materials provided by TEA.

Community Advisory Council**The Community After School Taskforce Members CAT are:**

Bee County Judge ,Police Dept. representative, Sherriff Dept. representative, The Chamber of Commerce Director, A member of the Joe Barnhart Foundation, Prison official representative, BISD representative, SMACS representative, Women's Shelter representative, ACE Project Director, ACE Family Engagement Specialist, Coastal Bend College representative

Creating program awareness

Creating program awareness will be done via meetings, climate and program surveys, newspaper awareness / information articles, suggestion boxes at the centers, representation of stakeholders on the ACE Planning Council and through the ACE Web pages that will be developed and maintained on a regular basis. Bi-monthly ACE campus meetings will also provide opportunities for acquiring feedback from community stakeholders.

Evaluating program effectiveness

Program effectiveness, quality and sustainability will be monitored on a regular basis as per grant guidelines. All reports and data collection will be conducted throughout the program through the use of internal/external program means such as academic assessments, attendance, site observation and community stakeholder surveys. Data reviews will be performed on an on-going basis.

Development of Annual and Sustainability Plans

Participant data for student and parent programs will be collected and reviewed for accuracy then submitted to TEA through the TX21st, CCLC Tracking and Reporting System which in turn will go to the U.S. department of Education. Student level information will consist of student grades and classes passed core areas, student attendance during the regular school day, student behavior reports during the regular school day (criminal and non-criminal), tutorial grades for students in program tutorials, benchmark testing information acquired from the regular school day program, reports cards and any other information that will assist to determine the progress of the students attending the ACE Program. The program director and the Center directors will review this data on a regular basis through weekly meetings at which all data will be reviewed to ensure program success.

Sustainability will be sought through various means securing funds from local and outside funding sources.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program is a multi-facet program that will benefit from the experienced staff to fulfill its goals and objectives. To effectively manage the program the ACE program will rely on the ACE Program Director, Traci Younts to oversee the entire program. The program director will be responsible for setting the vision and achieving the missions of the ACE program. To assist the Project director, a full time Family Engagement Professional will be employed to provide support and programming for the six campus centers. The project director will work to ensure that each ACE Center has the necessary supplies and resources to be effective. The project director will ensure a coordination of effort and provide guidance, training and leadership.

However, the day to day operations of ACE will fall to the six Site Coordinators. The Site Coordinators are responsible for seeing that all program activities are properly staffed and that all activities are provided in a safe and secure manner. The Site Coordinators and the Project Director will work cooperatively to ensure that each Center has consistent and reliable staffing to fulfill the schedule, which consists of before-school and after-school activities each Program day. The Site Coordinators will be responsible for ensuring that all staff and volunteers are properly trained and that all students are provided safe, engaging educational and enriching activities.

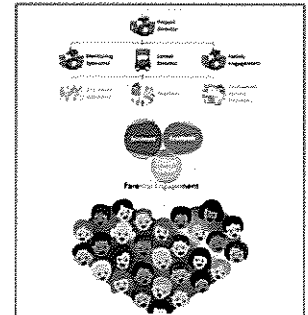
To help with this process the Site Coordinators will oversee the staff employees of Teachers, AYS (ACE Youth Specialists) and Enrichment Specialists programming providers. The five Beeville ISD ACE centers have identified a need for a Mentoring and Job Skills programming provider. This position will work with the individual centers to develop and oversee a mentoring program which serves the needs of the students for role models, advocates and career and technical support. St. Mary's identified the need for a part time parent outreach and programming specialist to ensure that the parent program serves the diverse needs of the parents.

AYS are trained workers who provided programming and support to the children participating in the ACE Program. **The AYS attend staff development and planning hours with the Site Coordinators to ensure fidelity to the program.** AYS workers are trained to provide homework support and to deliver enrichment programming to the students. The AYS also serves as a support assistant to the Teachers and Contracted Service Providers.

The Teachers employed by ACE are content area specialist who utilizes differentiated instructional strategies to engage the students. The Site Coordinators, in conjunction with the school counselors, department chairs, curriculum, consultant and teachers, will work jointly to ensure that the students who are most in need of academic support are identified, recruited and served by the ACE program. **The ACE Teachers will attend appropriate staff development and training to enhance their skill.**

Continuous program improvement will be integral to the communication loop established in the Weekly, Monthly and Quarterly assessment and planning timelines. The center director collects data weekly for review with the external evaluator monthly at the 9 Comprehensive Planning Sessions. The external evaluator will visit each campus at least once each six weeks to determine all grant mandates have been met, observe programming and gather qualitative observations on center operations, strategies employed and the effectiveness of these efforts, thereby ensuring continuous improvement process teaching and center operations. These planning sessions allow for routine systematic feedback and correction of problems to be addressed in a timely manner. It will also allow for modification of strategies and short term goals to be implemented. Each meeting will result in a set of specific tasks to be accomplished and relevant data to be tracked and monitored for future meetings with the external evaluator. This method of evaluation will provide for an ongoing systematic examination of the program effectiveness and strategies employed to meet grant outcomes. **Staff development and training will be identified, developed and scheduled at these sessions.**

Staff development time and planning time have been included into the calendar and the budget. This allows time for dissemination and planning, necessary training and staff development.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: A. C. Jones High School		
9 digit campus ID#	013901001	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Moreno Junior High		
9 digit campus ID#	013901041	Distance to Fiscal Agent (Miles)	4
Grade Levels to be served (PK-12)	7-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: FMC Elementary		
9 digit campus ID#	0139011002	Distance to Fiscal Agent (Miles)	5
Grade Levels to be served (PK-12)	1-2		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			150
Number of Adults (parent/ legal guardians only) to be served:			40
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Tomas Jefferson Intermediate		
9 digit campus ID#	013901104	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	5-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			150
Number of Adults (parent/ legal guardians only) to be served:			40
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: R A Hall Elementary		
9 digit campus ID#	013901101	Distance to Fiscal Agent (Miles)	4
Grade Levels to be served (PK-12)	3-4		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: St. Mary's Academy Charter School		
9 digit campus ID#	013801101	Distance to Fiscal Agent (Miles)	1
Grade Levels to be served (PK-12)	K-6		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	300
Number of Adults (parent/ legal guardians only) to be served:	70

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program coordination with the school wide programs under ESEA Section 1114

State compensatory Education under Texas Education Code 29.081

Academic Support for those most at risk The Ace program will ensure that instruction is adaptable to the academic and developmental needs of students. The programming will be developed and implemented at the campus level. The bottom up focus of the programming will be to ensure that each child has the services and programming needed to succeed. To ensure that informed decisions are made, three types of data will be gathered and used: Campus Level Data (STAAR results, disciplinary data, progress reports/grades; benchmarks, TPRI etc.); Student level data (academic performance, attendance patterns, gaps in knowledge, counselor/ consultant referral, teacher/parent referral etc.) and Student Feedback Student Voice (informal feedback, participation rate, focus group, suggestion box etc.)

To ensure that the communication loop is complete, the Site coordinator will play a vital role in the daily life of the regular campus day. This availability to sit in on teacher planning sessions, to work with the campus consultants and to attend the campus faculty meetings will be of vital importance. Frequent and regular communication between the site coordinator and the campus teaching staff will ensure that the programming is responsive to the issues faced on the campus during the regular school day.

Academic Tutorials/Small Group Instruction Specifically the site coordinator will meet with the (assistant) principal, consultants and teacher planning teams on a weekly basis to review relevant data and programming enrollment. Student who demonstrate the highest level of need are identified and specific individual needs mapped. Those who are not currently ACE will be recruited and encouraged to become active participants. From the ACE student roster, students requiring small group or targeted skill instruction will be identified and served by one of the content area specialist teachers. The center director will coordinate the schedules to ensure that programming and tutorials can be provided and optimum grouping of students can occur.

To ensure that the students with the highest need are being served and retained in the program, a review of services will be conducted at each grade reporting period. Students targeted for small group and individualized instruction will be reevaluated to determine the level of progress and identify the need for further assistance or a change in the programming offered. This reevaluation process will involve the Site Coordinator, the Campus counselor/ campus consultant; the content area specialists and classroom teachers.

To ensure that individual student needs are addressed the program will utilize a staffing pattern that serve the needs of small group and individual students. Overall the staffing pattern goal is to serve the most at risk students for academic support in a small group dynamic of three to five students per teacher. The larger homework assistance and enrichment staffing goal is one AYS to fifteen students. These targets may be exceeded occasionally on a high attendance day or as happens when an AYS is absent. In no case will the program student ratio exceed 1:22 as outlined in the grant guidelines. It is anticipated that most if not all days will be substantially below this ratio.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center 1: Teachers will operate the morning program during the hour of 7:00 a.m. to 8:00 a.m. Monday through Thursday. The afternoon program will run from 3:30 to 5:30, Monday through Friday and will be staffed by the Site Coordinator, AYS, and teachers. The program will run 14 hours per week for 14 weeks in the fall and 17 weeks in the spring.

Centers 1-2: The summer program will run for six weeks from 8:00 a.m. to 5:00 p.m. for a total of 36 hours per week and will be staffed by teachers, AYS, the Site Coordinator, the Student Advocate.

Centers 2-5: The Site Coordinator, AYS, and teachers will operate the afternoon program from 3:30 p.m. to 6:30 p.m., Monday through Thursday and 3:30 p.m. to 5:30 p.m. on Friday for a total of 14 hours per week for 14 weeks in the fall and 17 weeks in the spring.

Centers 3-5: There will be a one week Jump Start in August 8:00 a.m. to 12:00 p.m. for a total of 16 hours. It will be staffed by the Site Coordinator, AYS, and teachers. The rest of the summer program will run for five weeks beginning in June from 8:00 a.m. to 5:00 p.m. for a total of 36 hours per week and will be staffed by the Site Coordinator, AYS, and teachers.

Center 6: Teachers and AYS will operate the morning program during the hour of 7:00 a.m. to 8:00 a.m. Monday through Friday. The afternoon program will run from 4:00 to 6:00 p.m., Monday through Thursday and 4:00 – 5:00 p.m. on Friday. The program will be staffed by the Site Coordinator, AYS, and teachers. The program will run 14 hours per week for 14 weeks in the fall and 18 weeks in the spring. The summer program will run for four weeks from 7:45 a.m. to 5:30 p.m. for a total of 39 hours per week and there will be a two week Jump Start in late July from 8:00 a.m. to 12:00 p.m. for a total of 16 hours per week. The entire summer program will last a total of six weeks. Both the summer and jump start programs will be staffed by the Site Coordinator, AYS, and teachers.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Center has a central drop off and pick up point for students in the program. At dismissal students are dismissed and are escorted as appropriate according to their grade level to the ACE program. Generally the cafeteria of each school is the drop-off point from the regular school day. As the students are acquiring their snacks and preparing for their homework center, the daily ACE attendance is taken. Students disembark to their assigned activities with an AYS and/or teacher after the attendance and snacks are completed.

Each campus has a designated pickup location in the front of the ACE program that is centrally located. Identification is checked. Programing is conducted in safe areas behind locked doors. The pickup location is separated from the programming. Parents and/or guardians are required to report to the ACE Central pickup point to retrieve their child. Through the use of 2 way radio, students are called to come to the pickup location. The students are directed and or escorted to the central location by one of the AYS workers. Each parent or guardian signs out and waits for their child at the central location

Every campus annually completes the ACE safety checklist that is provided in the ACE Blueprint and changes are made to insure safety of all children. Safety drills are conducted during programing. In case of emergencies parents are contacted through the use of: Remind, School Reach, the Webpage, and Facebook.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st Century ACE program will align activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. All programming and materials will be founded on evidence-based practices and local data to meet student needs and achieve the desired campus and student outcome

Each center will provide before and after school activities as appropriate for the campus and summer programming activities geared to the needs of the students and parents. Each activity will fall into one of the four areas of focus:

Academic Support, Enrichment, Parental Involvement and Support and College and Career awareness and readiness. The program will include physical fitness activities which will address the need for healthy lifestyles. Activities will reinforce a rounded physical fitness program that may include: character building, social awareness, making healthy life choices, mental and emotional health, safety and positive sportsmanship!

Academic Support Tiered intervention will be implemented to ensure that students at-risk are engaged in appropriate small group instruction to address specific needs. Homework help will be staffed by trained AYS workers. Academic programming (such as Mindworks) will be tied to the regular day curriculum and offered in a hands on and engaging format. The core academics such as math, sciences, social studies, and reading will be delivered in academic support and enrichment programming and will be interwoven and integrated in a manner to maximize impact.

Enrichment As noted in the needs assessment by the age of six, poor children have had on average 1,300 less hours of enrichment than average middle class children. To address this gap a wide range of enrichment type activities and programming will be available throughout the program year. Students will engage in informal science activities, hands-on discovery learning opportunities, creative/performing Arts, music, and drama. Student centered instruction will be a key component of the after school program. Parent and child evening activities will include courses where children and their parents can learn to paint, work with computer software, participating in joint healthy cooking classes, & engage in hands on applications of core curriculum concepts that enrich the program. The program activities are designed to insure quality, variety and depth to accomplish the goals & objectives of the program. The partners are committed to equitable access & participation among eligible participants.

Parental Involvement and Support Parent activities may involve working with their children, parenting classes and parent involvement activities. A Family Engagement Specialist will work with parents to design programs on each campus. The program will work to coordinate efforts with the ABE/GED provider (Adult Basic Education and General Education Diploma) to provide services at the centers if needed to increase participation & success and increase parental literacy and GED passing rates.

College and Career awareness and readiness. Local colleges and universities will be invited to host programming for students on its campus to increase awareness of programming and to provide positive experiences for children and dual credit. The local extension agency, Texas Workforce Solutions, TRIO, Upward Bound and Talent Search programs will be recruited to provide outreach programming.

The ACE unit and lesson plan templates will be used to plan and implement programming ensuring intentional programming is being delivered. The staff will be trained to use the various programs and in strategies to effectively assist students. The program will be planned and organized so that every day there will be clearly defined expectations of the students and the staff/adults through the curriculum objectives.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic Support for those most at risk The Ace program will ensure that instruction is adaptable to the academic and developmental needs of students. The programming will be developed and implemented at the campus level. The bottom up focus of the programming will be to ensure that each child has the services and programming needed to succeed. To ensure that informed decisions are made, three types of data will be gathered and used: Campus Level Data (STAAR results, disciplinary data, progress reports/grades; benchmarks, TPRI etc.); Student level data (academic performance, attendance patterns, gaps in knowledge, counselor/ consultant referral, teacher/parent referral etc.) and Student Feedback Student Voice (informal feedback, participation rate, focus group, suggestion box etc.)

To ensure that the communication loop is complete, the Site coordinator will play a vital role in the daily life of the regular campus day. This availability to sit in on teacher planning sessions, to work with the campus consultants and to attend the campus faculty meetings will be of vital importance. Frequent and regular communication between the site coordinator and the campus teaching staff will ensure that the programming is responsive to the issues faced on the campus during the regular school day.

Academic Tutorials/Small Group Instruction Specifically the site coordinator will meet with the principal or designated staff member on a weekly basis to review relevant data and programming enrollment. Student who demonstrate the highest level of need are identified and specific individual needs mapped. Those who are not currently ACE will be recruited and encouraged to become active participants. From the ACE student roster, students requiring small group or targeted skill instruction will be identified and served by one of the content area specialist teachers. The Site Coordinator will coordinate the schedules to ensure that programming and tutorials can be provided and optimum grouping of students can occur.

To ensure that the students with the highest need are being served and retained in the program, a review of services will be conducted at each grade-reporting period. Students targeted for small group and individualized instruction will be reevaluated to determine the level of progress and identify the need for further assistance or a change in the programming offered. This reevaluation process may involve the Site Coordinator, the Campus counselor/ campus consultant; the content area specialists and classroom teachers.

To ensure that individual student needs are addressed the program will utilize a staffing pattern that serve the needs of small group and individual students. Overall the staffing pattern goal is to serve the most at risk students for academic support in a small group dynamic of three to five students per teacher. The larger homework assistance and enrichment staffing goal is one AYS to fifteen students. These targets may be exceeded occasionally on a high attendance day or as happens when an AYS is absent. In no case will the program student ratio exceed 1:22 as outlined in the grant guidelines. It is anticipated that most if not all days will be substantially below this ratio.

Homework Assistance – the students who require less targeted assistance will be served by the AYS and the AYS tutors during Homework Assistance Time. The AYS will be trained in Strategic Tutoring or other evidenced based methods.

Academic programming. The AYS and staff are able to make recommendations from the homework group for students who require more targeted assistance or more individualized instruction.

Enrichment programming and Career and College Readiness programming: The enrichment and career and college readiness programming will be provided by teachers, AYS and Outsider providers. The ratio for this programming will vary based on the appropriate need; for example, guitar instruction may only have 6 students, but the maximum student to adult ratio will be maintained at 15 to 1.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be responsible for coordinating and arranging all adult-only activities offered such as workforce education and development offerings in coordination with the local workforce agency, parenting classes, parent nutrition education activities, and other adult workshops as determined necessary or desirable through parent surveys. The FES will communicate regularly with principals, center directors, the project director, and the community advisory taskforce in order to get a "whole picture" scenario of what parents in the community need to help their students succeed, whether it is teachers offering homework help to parents, or community resources offering assistance in finding appropriate and affordable housing, or presenting parenting classes focused on behavior management.

The FES will work in conjunction with school day staff and center directors to assess and deliver family and adult programming to address each campus's unique needs, i.e., one campus may need more mathematics help, so a math family night using board games would be planned whereas the need may not exist at another campus for that same content. The FES will also continually search out and recruit community resources for families such as Medicaid insurance providers being available on-campus at scheduled times to answer questions and enroll eligible participants, and connect families with resources such as the local food banks, etc. when there is an identified need. The FES will also be partnering with the BISD district librarian to work on family literacy events such as parent/student book clubs. Engagement activities will be planned and implemented so as to attract and fulfill the interests and needs of the parents. The FES will also assess the quality of the family component and maintain accurate data as needed to fulfill the requirements of the grant.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of the Family Engagement Specialist position is to build bridges and relationships with the families of the ACE students to better assess their needs. This will be accomplished by attending as many family and adult programming activities as possible, to get to know each family and make parents more comfortable with afterschool administrative staff. The FES will oversee center directors' plans for family engagement activities and review lesson plans for family events prior to implementation. If possible, the FES and center director will meet with the principal at each campus monthly to visit with administrators about perceived family needs on each campus.

Parents support and engagement will be cultivated with the family engagement specialist and center directors asking parents for feedback and input as to what type of programming and ways that they would be comfortable in participating. Each center will have a parent resource center offering brochures and information on community resources, as well as promotional materials to increase participation and to keep them informed about happenings at the ACE program. From experience with Cycle 7, the program has identified that the best-attended family activities are those that involve student performances, demonstrations and activities, so programming will continue to focus on hands-on offerings that keep families active and participating. Activities and resources for parents will be adjusted to times and methods that serve the needs of the parents on each campus.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The parents were surveyed and the results of the survey indicated that parents were most interested in attending meetings about how to help their students at home with homework and academic support. With this in mind, the ACE program is planning on hosting weekly parent meetings on each campus that will focus on homework help and classroom expectations. Parents will be resurveyed to ensure the campus meetings are meeting the individual campus needs periodically. These meetings will be conducted by daytime teachers. They will be presented at 5:30 when parents come to pick up their students. This way they can attend the meeting after work while they are already at campus and their children are cared for. Each week a different teacher / grade level will present. Every 4 to 6 weeks the topic will change. The meetings will cover such subjects as math, science, English / language arts, reading, social studies, health and wellness, enrichment, and grade level TEKS will be explained, and testing subject matter and strategies will also be covered.

Because not all parents will be able to attend the evening events, the ACE program also plans to host weekly meetings during the daytime hours at the ACE office to serve parents from all 6 sites.. These meetings will share some of the same information that the campus evening meetings have, but will also cover other topics and bring in a variety of community resources. Parents will be surveyed to ensure that we are meeting their needs and to determine what topics they would like covered. Available outside speakers may include: the Wesley Nurse, the Texas A&M Agrilife Extension Agent, Texas Workforce, etc. Depending on the parent's needs ACE could also collaborate with the Literacy Council or the Adult Basic Ed program to offer reading and GED classes.

The parents also indicated that they liked the Super Saturday programming from the Cycle 7 grant. During a Super Saturday all campuses meet at one campus and the children and parents do activities together. In the Cycle 9 program, the ACE program will host 4 Super Saturdays: Welcome Back Carnival in September introducing parents and students to the program and letting them sample some of the programming we have planned for the year; Fall Festival in November will be STEM related and parents and students will have the opportunity to conduct experiments and explore STEM projects together. Reading Rocks in February will allow parents and students to explore the wonderful world of books and reading and play reading / language arts type games and puzzles. The final Super Saturday event will be the ACE Color Walk. The families will be given the opportunity to stretch their legs and exercise their bodies while they follow the trail. They will stop at stations along the way to answer STAAR / EOC type questions. If they answer correctly, they will be squirted with color. Messy fun for everyone! The best part about Super Saturdays is the students forget they are learning because they are having so much fun.

And finally, every six weeks the ACE program will host a showcase or performance on each campus. During the showcase, students will show parents what they've been doing the past six weeks and guide them in some of the activities. Performances could consist of music and or drama that students have worked on during the program.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901013-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 150

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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